



Montana Office of Public Instruction
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Model Lesson Plan

Social Studies

Generic Understanding by Design Planner

Stage 1 - Desired Results

Established Goals:

- Relevant goals depend upon the scope of the work. If you are writing a single lesson, then 1 or 2 benchmarks might be the goal(s). Larger work encompassing many daily lessons would use content standards, course or program objectives, or learning outcomes that provide the structure for the unit.

Understandings:

- The specific enduring understandings to be addressed in this lesson
- The ideas and information students will remember after they have forgotten the details
- Any misunderstandings that may occur

Essential Questions:

For students, these questions will be

- Provocative,
- Interesting,
- Enlightening in perspective and appreciation of different points of view
- Frames for self-knowledge of limits in experiences, and assumptions

Students will know...

Students will be able to...

This section provides the specific benchmarks to be taught and learned.

- What key knowledge and skills will students acquire as a result of this unit?
- What should they eventually be able to do as a result of such knowledge and skills?

Stage 2 - Assessment Evidence

Performance Tasks:

- Performance tasks are typically authentic and provide for students a real world opportunity to demonstrate their understanding of the topic.
- Criteria should be carefully written to provide a clear target so that students know exactly what they must do to show knowledge and skills.

Other Evidence:

- Identification of other evidence such as quizzes, tests, homework, and journals will help students judge the scope of the assignment.

Stage 3 - Learning Plan

Learning Activities:

Learning Activities: What learning experiences and instruction will enable students to achieve the desired results:
How will the design...

- W= help students know where the unit is going and what is expected?
- H= hook all students and hold their interest?
- E= Equip students, help them experience the key ideas and explore the issues?
- R= Provide opportunities to rethink and revise their understandings and work?
- E= Allow students to evaluate their work and its implications?
- T= Be tailored (personalized) to the different needs, interests, and abilities of learners?
- O= Be organized to maximize initial and sustained engagement as well as effective learning?